

# CAL POLY

## Academic Senate

805.756.1258

<http://academicsenate.calpoly.edu/>

### Meeting of the Academic Senate

Tuesday, October 27, 2015

UU 220, 3:10 to 5:00pm

- I. **Minutes:** Approval of October 6, 2015 minutes (pp. 2-3).
- II. **Communication(s) and Announcement(s):**
- A. Discussion Topics Feedback from September 18, 2015 Academic Senate Retreat is available at:  
<http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/Discussion%20Topics%20Feedback.pdf>
- B. Management Profile and Salary Details for Individual MPPs (pp. 4-10).
- III. **Reports:**
- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Vice President for Student Affairs:
- E. Statewide Senate:
- F. CFA:
- G. ASI:

IV. **Consent Agenda:**

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
JOUR 220 Introduction to Radio Broadcasting (2), 2 lectures	Reviewed; recommended for approval 10/8/15.	On consent agenda for 10/27/15 meeting.		
NR 534 Ecosystem Modeling (3), 2 lectures, 1 laboratory (request to reactivate course)	Reviewed 10/1/15; additional information requested from the department. Recommended for approval 10/8/15.	On consent agenda for 10/27/15 meeting.		

- V. **Special Reports:**
- A. [TIME CERTAIN 3:30 P.M.] Steven Filling, Chair, Academic Senate, California State University
- VI. **Business Item(s):**
- A. [TIME CERTAIN 3:50 P.M.] Resolution on Revising the Criteria for the Distinguished Scholarship Awards: Don Choi, Distinguished Scholarship Awards Committee chair, first reading (pp. 11-14).
- B. [TIME CERTAIN 4:30 P.M.] Resolution on Action to Promote Timely Completion of the Graduate Writing Requirement: Dawn Janke, GWR Academic Senate Task Force chair, first reading (pp. 15-21).
- C. Resolution on California State University (CSU) 2015-16 Presidential Searches: Manzar Foroohar, Statewide Senator, first reading (pp. 22-24).
- D. Resolution on a Revised Cal Poly Statement on Diversity: Annie Holmes, Executive Director for the Diversity and Inclusivity Office, first reading (pp. 25-31).
- VII. **Discussion Item(s):**
- VIII. **Adjournment:**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, California 93407**  
**ACADEMIC SENATE**

**MINUTES OF THE**  
**ACADEMIC SENATE MEETING**  
**TUESDAY, OCTOBER 6, 2015**  
**UU220, 3:10 TO 5:00PM**

- I. Minutes: none.
- II. Communication(s) and Announcement(s): Laver spoke on the response received by Chancellor White regarding the Resolution Requesting that Chancellor Tim White Undertake a Prompt Review of Cal Poly, SLO Governance. The Chancellor will be on campus on November 3rd and will meet with the Executive Committee.
- III. Reports
  - A. **Academic Senate Chair (Laver):** A brief orientation was given to the new members of the Academic Senate to familiarize them with the procedures of the Senate. The presentation can be found here:  
[http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/presentations/Senate%20Orientation%202015\\_1.pdf](http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/presentations/Senate%20Orientation%202015_1.pdf)
  - B. **President's Office (Enz Finken):** The search for a new Chief of Staff is underway. The duties are currently being distributed to multiple individuals. There is also a search for a position in the Office of University Diversity and Inclusivity and should conclude by the end of this quarter. The Provost and Keith Humphrey, Vice President for Student Affairs, spoke to the Executive Vice Chancellor for Academic and Student Affairs at the Chancellor's Office to ask for more input when it comes to strategic issues.
  - C. **Provost:** none.
  - D. **Vice President for Student Affairs (Humphrey):** An open forum is being held for the new Dean of Students candidates. The Cal Poly Cares Program, under the Dean of Students Office, got a one million dollar donation for students in need of financial assistance. This year's Week of Welcome was the largest Cal Poly has ever had, but still saw a drop in alcohol related incidents. Matt Roberts, Director of Administrative Compliance Services, spoke on campus procedures in the event of an emergency. In particular, Roberts was present as part of the Senate's new conversation concerning Cal Poly's policy on campus gunfire episodes.
  - E. **Statewide Senate (Foroohar/LoCascio):** Foroohar reported on the approval of SB707 that forbids anyone with a concealed weapon from bringing it on campus. Statewide Faculty Affairs Committee will discuss the controversial HR2015-08 resolution on background checks in November. LoCascio reported that the statewide Academic Affairs Committee decided that Ethnic Studies should be available, but not required to graduate. They are also discussing the minimum math requirement.
  - F. **CFA:** none.

- G. **ASI Representative (Monteverdi):** ASI is working on a resolution to reduce the use of fossil fuels. They are also working on a mental health awareness week and a voter registration campaign for Cal Poly students.

IV. Consent Agenda

The following courses were approved by consent: AERO 529 Turbulence and Flow Control (4), CRP 425 Biking, Walking and the City (4), POLS 445 Voting Rights and Representation (4).

V. Special Reports:

**Possible Long Block Scheduling for First Time Freshmen:** Cem Sunata, Registrar, gave a presentation on the Registrar Office's efforts to possibly implement block scheduling for first time freshmen for a whole year.

VI. Business Item(s):

- A. **Resolution on a Revised Cal Poly Statement on Diversity:** Annie Holmes, Executive Director for the Diversity and Inclusivity Office, presented a resolution that asks for Senate approval on the Inclusive Excellence Council's newly written Cal Poly Statement on Diversity and Inclusivity. This resolution was discussed and will return as a first reading.

VII. Adjournment: 5:00 pm

Submitted by,



Alex Ye  
Academic Senate Student Assistant

MANAGEMENT PROFILE																
By Division	9/23/2015		9/23/2015		**October 2014		**October 2013		**October 2012		**October 2011		**Fall 2010		**Fall 2009	
	Admin 1's Only		Admin 2 and Higher													
	Head Count	Paid FTE	Head Count	Paid FTE	Head Count	Paid FTE	Head Count	Paid FTE	Head Count	Paid FTE	Head Count	Paid FTE	Head Count	Paid FTE	Head Count	Paid FTE
President	3	3	3	3	4	4.0	5	4.8	6	5.8	4	3	4	3	3	3
Academic Affairs	20	20	99	99	115	112.9	91	87.7	83	80.4	78	74.7	72	69.1	76	45.1
Administration & Finance	12	12	48	48	59	58.0	52	52	51	51	53	53	56	55	62	60.8
Student Affairs ***	26	26	15	15	33	32.0	21	21	17	17	21	21	22	22	21	20
University Advancement	1	1	12	12	15	14.8	16	15.5	12	11.5	12	12	9	9	12	12
<b>**Total Management</b>	62	62	177	177	226	221.6	185	181	169	165.7	168	163.7	163	158.1	174	170.9
* Totals may differ due to rounding **Shows count of ALL Admin positions, not separated by Admin 2 or higher *** Includes Admin positions in Housing. <b>NOTE: Data taken from Cal Poly Fall Fact Book. 2015 totals to be available February 2016, Fall 2015 as of 9/23/15 from PeopleSoft</b>																



### Administrative Bloat San Luis Obispo -- 2010 to 2014

YEAR	2010	2013	2014	% Change 10-14	% Change 13-14
Number of MPPs (Administrators) on this spreadsheet	168	160	239	42.26%	49.38%
Number of MPPs (Administrators) according to "Cal Poly Fact Book"	163	185	226	38.65%	22.16%
Average MPP (Administrator) Salary, excluding campus president	\$107,030	\$107,635	\$107,784	0.71%	0.14%
Total Annualized Salaries on MPP List, including campus president	\$18,218,928	\$17,571,592	\$26,110,472	43.32%	48.59%
Number of Professors according to "Cal Poly Fact Book"	641	637	603	-5.93%	-5.34%
Number of Lecturers according to "Cal Poly Fact Book"	397	414	526	32.49%	27.05%
Number of "Other Faculty" according to "Cal Poly Fact Book"	182	208	216	18.68%	3.85%
Total Number of Faculty according to "Cal Poly Fact Book"	1,220	1,259	1,345	10.25%	6.83%
Total Number of Staff according to "Cal Poly Fact Book"	1,229	1,293	1,284	4.48%	-0.70%
Number of Students according to "Cal Poly Fact Book"	18,360	18,679	20,186	9.95%	8.07%
Cal Poly "Campus Based Fees" for Undergrads according to CSU Budget Office	\$2,172	\$3,035	\$3,252	49.72%	7.15%
Cal Poly Total Undergrad Tuition according to CSU Budget Office	\$6,198	\$8,507	\$8,724	40.76%	2.55%

- MMP is an abbreviation of "Management Program Personnel" and is the term used for employees within the Administrator classification.
- 2014 salary data was taken from CSU Chancellor's Office data as of February 10, 2015. Other data was also extracted from CSU Chancellor's Office data for those years.
- 2009/10 "Cal Poly Factbook" was used for 2010 tuition/fee data, 2012/13 used for 2013, and 2013/2014 used for 2014.
- "Cal Poly Factbook" *incorrectly* defines "Other Faculty" as "Non-tenure-track eligible and non-Bargaining Unit 3 instructors (e.g. administrators, coaches, librarians, volunteers, etc.)"
- CFA SLO annualized the monthly salaries, including MPPs who may not have worked the entire year.

**Salary Details for Individual MPPs (Administrators) -- 2010-2014**

YEAR		2010	2013	2014	% Change 10-14	% Change 13-14
CAMPUS PRESIDENTS						
BAKER	WARREN	\$237,972			Sac Bee says '10 \$360k, '11 \$115k, '12 \$67.7k	
ARMSTRONG	JEFFREY		\$350,000	\$350,004	Sac Bee says '11 \$334k, '12-'14 \$363k	
OTHER MPPs						
NAME	LOCATION					
ABIKO, GENEVA REYNAGA	COUNSEL			\$115,008		
ADEOGUN, MARGARET O	ACC SERV			\$68,004		
ADKINS, ROGER A	INTL CTR			\$66,000		
ALLEN, PRESTON C	UH-HADM	\$157,560	\$179,400.00	\$176,328	11.91%	-1.71%
ALLISON-BULLOCK, MARILYN C	UH-HADM			\$58,296		
AMARAL, EILEEN S	CAM&DON	\$58,032	\$72,000.00	\$72,960	25.72%	1.33%
AMOS, DONNA J	Assoc Dir Adm & Recrtrmnt	\$92,088	\$92,088.00			
ANDERSON, BERNARD E	DEAN STU			\$70,008		
ANDERSON, BRADFORD P	R SP PRG	\$125,004	\$152,916.00	\$172,608	38.08%	12.88%
ANDERSON, SHARON L	ADMINCOR	\$100,992	\$111,096.00	\$112,584	11.48%	1.34%
ARNOLD, SHARON M	CSM DEAN			\$81,660		
ARSENEAU, DEBRA A	ACAD REC	\$82,068	\$82,068.00	\$83,172	1.35%	1.35%
AUTEN, STEVE R	CAFES	\$49,632	\$49,632.00	\$56,328	13.49%	13.49%
AXELROTH, ELIE	STUDENT HEALTH COUNSELING & PSYCH SERV	\$119,508				
BAILEY JR, PHILIP S	SCI/MATH	\$181,596	\$181,596.00	\$207,756	14.41%	14.41%
BAILEY, HELEN C	REGISTRA			\$72,000		
BAKER, CHRISTOPHER M	ATHLETIC	\$89,052	\$89,052.00	\$90,240	1.33%	1.33%
BARCLAY, KENNETH B	DIRECTOR, STUDENT LIFE AND ACTIVITIES	\$124,728				
BARKER, ANDREAS C	FAC PLAN	\$65,328	\$65,328.00	\$66,204	1.34%	1.34%
BASCOS, VIRLENAMARIE R	BABS			\$75,000		
BATTENBURG, JOHN D		\$118,008				
BEIGHTLER, JOAN C	HR Manager	\$84,684	\$84,684.00			
BENADIBA, MARCOS F	PAYROLL	\$86,568	\$96,000.00	\$104,400	20.60%	8.75%
BENNETT, PENNY K	CLA DEAN			\$111,480		
BIELAWA, BREANNE M	UH-HADM			\$63,960		
BISBEE, TERESA	ACAD PER			\$130,008		
BIXLER, XENIA E	FACULTY RESEARCH & DEVELOPMENT	\$120,000				
BLACK, TIMOTHY R	PRESIDENT			\$96,336		
BLOOM, SCOTT R	UH-H&BS	\$74,544	\$80,508.00	\$81,588	9.45%	1.34%
BORELLO, LAURIE L	BABS	\$67,224	\$71,928.00	\$72,888	8.43%	1.33%
BORGES, CHRISTOPHER J	SUPERVISING CUSTODIAN	\$50,700				
BOSCARO, SHERI L	ACCTG			\$110,004		
BRAGG, MARTIN E	Director Health & Counseling Services	\$137,652	\$137,652.00			
BRANCART, VICTOR N	BABS	\$109,536	\$109,536.00	\$120,000	9.55%	9.55%
BRAR, RUZENA K	CLA ADV			\$53,712		
BREITENBACH, STACEY M	STUDENT ACADEMIC SERVICES	\$98,040				
BRENNAN, MICHAEL G	FAC PLAN		\$70,008.00	\$93,000		32.84%
BRENNER, BETH L	Asst Dean Adv & Ext Relations	\$61,008	\$100,008.00			
BROTHWELL, DEBORAH L	BUDGET			\$66,400		
BROWNELLER PARADIS	DIRECTOR, CAL POLY ARTS	\$50,400				
BURNETT, ALLISON WALKER	GIVING		\$75,000.00	\$83,604		11.47%
BURNS, KEVIN I	CAM&DON		\$80,004.00	\$107,412		34.26%
CALLERO, JOE D	BASK MEN	\$185,004	\$195,012.00	\$258,168	39.55%	32.39%
CAMILLI, KIM S	Reg Forest Pest Mgr	\$63,000	\$63,000.00			
CAMPBELL, CINDY S	PARK SVS	\$90,000	\$90,000.00	\$91,212	1.35%	1.35%
CAMPBELL, DENISE M	STUDENT SERVICES ADMINISTRATIVE SUPPORT	\$145,932				
CANNON, CATHERINE S	UNIV ADV	\$103,500	\$129,372.00	\$131,100	26.67%	1.34%
CANTU, MONICA M	CUST SVS		\$54,996.00	\$75,000		36.37%
CARROLL, DAVID L	EH&S	\$96,000	\$96,000.00	\$97,284	1.34%	1.34%
CARTER, CASSIE R	UNIVERSITY ADVANCEMENT MULT FUNCTIONS	\$110,004				
CAVALETTO, RICHARD A	CAFES		\$131,808.00	\$133,572		1.34%
CERF, DOUG C	OCOB			\$141,540		
CHAVARRIA, GWEN E	HUMAN RESOURCES MANAGER	\$104,004				
CHERNOFF, JAMES A	Mgr Tech Svcs PAC	\$75,204	\$75,204.00			
CHRISTY, DAVID P	DEAN, COLLEGE OF BUSINESS	\$209,412	\$209,412.00			
CLAASSEN, GORDON L	CAFES	\$46,680	\$46,680.00	\$47,304	1.34%	1.34%
CLARKSON, PATRICIA K	PSYCH&CD		\$54,000.00	\$54,720		1.33%
COCHRAN, NANCY A	PAC ADMN			\$69,600		
CODY, MARTHA R	CAMP REL	\$109,500	\$120,456.00	\$122,076	11.48%	1.34%
COHEN, SARAH F	ACAD SER		\$110,004.00	\$111,480		1.34%
COHUNE, DAVID P	CLA ADV			\$120,000		
COHUNE, ELLEN J	ALUMNREL		\$90,000.00	\$95,772		6.41%
CONDON, JENNIFER A	SOFTBALL	\$96,900	\$96,900.00	\$98,196	1.34%	1.34%
CONE, ALISON E	DIRECTOR SPECIAL PROGRAM	\$188,376				

YEAR		2010	2013	2014	% Change 10-14	% Change 13-14
CONN, W DAVID	INTERIM VICE-PROVOST FOR INSTTL PLANNING	\$155,796				
CONOVER, MARK R	TRK&FLD	\$80,004	\$80,004.00	\$89,184	11.47%	11.47%
CONSTANTINE, KATHLEEN	BENEFITS PROFESSIONAL 1	\$67,836	\$74,616.00			
CORDOVA, CARLOS	PRES OFF	\$153,492	\$153,492.00	\$162,156	5.64%	5.64%
COTTLE, MATTHEW S	UNIV ADV	\$125,004	\$125,004.00	\$126,684	1.34%	1.34%
CRABB, ALBERT C	DAIRYSCI			\$155,004		
CRAMER, MARLENE	PARK SVS			\$69,996		
CROSSON, SAM E	VOLL BAL		\$108,132.00	\$109,584		1.34%
DALE, TERESE D	Supervising Custodian	\$49,152	\$49,152.00			
DALTON, LINDA C	AA PRVST			\$180,000		
DAWSON, SCOTT A	OCOB			\$230,004		
DE HAHN, TRACEE L	DIRECTOR ALUMNI RELATIONS	\$75,072				
DECOSTA, S JEAN	DEANSTDT	\$103,080	\$110,292.00	\$120,708	17.10%	9.44%
DEPIERO, FRED W	CENG	\$112,860	\$128,400.00	\$130,116	15.29%	1.34%
DONG, KEVIN J	CAED			\$109,596		
DUFFY, J T	DRC	\$99,936	\$99,936.00	\$101,280	1.34%	1.34%
DUKE, JULIETTE	UH-RL&E	\$60,000	\$60,000.00	\$70,944	18.24%	18.24%
ECHOLS, ERIN D	DEANOFST			\$65,880		
EISENGART, ADELE J	ADMIN			\$90,756		
ELLIOT, DENNIS K	FAC SERV	\$94,464	\$94,464.00	\$103,380	9.44%	9.44%
ELLISON, RICHARD E	UNIV ADV			\$188,376		
EMYAN, MARIAM	CAED			\$76,752		
ENZ FINKEN, KATHLEEN J	ACAD AFF		\$230,004.00	\$255,000		10.87%
EPPERSON, DOUGLAS L	CLA DEAN		\$203,004.00	\$205,728		1.34%
ESCALANTE, JOAQUIN	HR			\$70,344		
ESPINOZA, THERESA E	UH-HADM			\$65,880		
FINK, JON A	UH-HS SV			\$67,908		
FRITZ, SUZANNE	Assoc Dir Res Life & Ed	\$75,192	\$75,192.00			
FURLONG, MELISSA L	ADM&REC		\$69,996.00	\$88,668		26.68%
GABEREL, LANAYA D	FAC SUP			\$72,000		
GALLAGHER, MARY B	HR		\$150,000.00	\$158,856		5.90%
GIBBONS, DENISE A	UH-HADM	\$76,776	\$76,776.00	\$89,472	16.54%	16.54%
GOEL, RAKESH K	CENG		\$141,012.00	\$150,036		6.40%
GOLD, ANNA K	LIB ADMI	\$117,996	\$147,504.00	\$159,948	35.55%	8.44%
GONZALES, ALBERT M	FACMINCA			\$65,880		
GOODMAN, BRENT S	INSTITUTIONAL STUDIES PROFESSIONAL 2	\$99,684				
GRAGSON, DEREK E	CSM DEAN			\$132,000		
GRIFFIN, PATRICK E	Asst Director Maintenance	\$83,172	\$83,172.00			
GUERRERO, CELESTE T	OCOB-ADV		\$100,008.00	\$101,352		1.34%
HALISKY, LINDA H	DEAN, COLLEGE OF LIBERAL ARTS	\$167,028				
HALL, KELLIE G	CSM DEAN			\$115,200		
HARATANI, JOYCE T	Assoc Dir HR	\$110,568	\$110,568.00			
HARDY, VALGERDUR A	UR-RL&E			\$57,000		
HARKINS, JOY P	DEAN STD			\$70,008		
HARRIS, DAVID L	HEALTH	\$150,840	\$150,840.00	\$172,284	14.22%	14.22%
HARRIS, WALTER L	ADMISSIONS PROFESSIONAL 3	\$88,656				
HASHIM, LORI L	POLICE SERVICES PROFESSIONAL 3	\$90,120				
HATTEN, GERRIE L	ADM REC	\$63,000	\$63,000.00	\$63,840	1.33%	1.33%
HAYES, JACQUELYN N	CLA ADV			\$60,600		
HEENAN, RANDALL B	CMS			\$90,000		
HESS, JEFFREY S	MKTG COM			\$170,004		
HEWES, AMY B	CENG-ADV			\$75,000		
HICKS, MICHAEL T	SPEC REP		61000	\$67,500		10.66%
HOGAN, MICHAEL R	FAC SVCS	\$62,172	\$62,172.00	\$72,468	16.56%	16.56%
HOLADA, JESSICA S	SPCOLLAR			\$82,008		
HOLMAN, BRETT D	FISC SVC	\$89,964	\$96,000.00	\$120,000	33.39%	25.00%
HOLMES, ANNIE P	ACAD AFF		\$98,004.00	\$99,312		1.33%
HOLMES, GERALD J	CAFES			\$150,000		
HORD SANDQUIST, KAREN L	HEALTH			\$152,856		
HOSTICK, RONALD E	LANDSCAP			\$77,004		
HOUGHTON, FAUSTO	CUST SVC			\$68,004		
HOWARD-GREENE	EXECUTIVE ASSISTANT TO PRESIDENT	\$156,384				
HUGHES, GEORGE R	Chief of Police					
HUGHES, GEORGE R	POLICE		\$125,040.00	\$126,720		1.34%
HUMPHREY, KEITH B	ADMIN		\$194,004.00	\$196,608		1.34%
HUNTER, MARK A	DIRECTOR OF FACILITIES	\$149,772	\$160,008.00			
IKEDA, KIMI M	ACAD AFF	\$143,700	\$173,916.00	\$176,244	22.65%	1.34%
IPEKJIAN, PATRICIA K	UH HADM			\$70,056		
JAGGIA, SANJIV	OCOB			\$145,092		
JANKE, DAWN M	CLA-UWRC			\$63,660		
JARMAN, ADAM L	UNIV ADV	\$73,704	\$99,996.00	\$131,736	78.74%	31.74%
JARRETT, STEPHANIE	STDNT RT			\$70,008		

YEAR		2010	2013	2014	% Change 10-14	% Change 13-14
JOHNSON, THOMAS W	DAIRYSCI			\$110,004		
JONES, DANE R	ASSOCIATE DEAN, COSAM	\$128,400				
JONES, R THOMAS	DEAN, CAED	\$174,120				
JOSEPH, EILEEN E	UNIV ADV	\$90,312	\$99,348.00	\$100,680	11.48%	1.34%
JUDD, KENNETH P	FAC PLAN	\$77,652	\$77,652.00	\$95,244	22.65%	22.65%
JURASIN, PAUL F	ENTSYS		\$110,004.00	\$111,480		1.34%
KABAKER, RUSSELL A	CAFES			\$125,004		
KAIWI LENTING, ANDRENE K	STU LIFE			\$73,440		
KEARNS, TIMOTHY J	VICE PROVOST INFORMATION TECHNOLOGY/CIO	\$174,960				
KELLEY, LAWRENCE R	EXECUTIVE DIRECTOR, FOUNDATION	\$225,624	\$225,624.00			
KELLY, LOIS M	ADMRECFI	\$125,628	\$125,628.00	\$127,308	1.34%	1.34%
KELTING, MARY B	OCOBADVA			\$105,000		
KIANI, TANYA L	Assoc VP Development (Advancement)	\$112,356	\$159,996.00			
KINSLEY, ELIZABETH B	PRESIDENT			\$169,620		
KIRKPATRICK, GRANT W	ADVNCMNT			\$105,000		
KITAMURA, ROBERT	DIRECTOR OF FACILITIES	\$143,076				
KOHLER, ALEXANDRA M	HEALTH			\$72,000		
KOHLER, DALE A	LIBR SER	\$89,736	\$98,712.00	\$100,032	11.47%	1.34%
KOOB, ROBERT D	PROVOST AND VP, ACADEMIC AFFAIRS	\$242,004				
KRAKER, DARREN E	APP DEV			\$100,008		
KRISTENSON, LINDA J		\$113,424				
KUENTZEL, DOUGLAS A	FAC SVS	\$74,544	\$74,544.00	\$75,540	1.34%	1.34%
LACARO, SUZANNE K	CPRM			\$69,372		
LAMB, STEPHAN R	DIRECTOR, ASSESSMENT AND TESTING CENTER	\$105,024				
LAMPMAN, GREGORY B	FAC SERV	\$80,196	\$80,196.00	\$81,276	1.35%	1.35%
LARDIZABAL, ALANA J	HR	\$81,996	\$81,996.00	\$96,000	17.08%	17.08%
LARSON, DEBRA S	CENG		\$220,008.00	\$222,960		1.34%
LAZANOFF, AARON M	ANIMSCI	\$49,008	\$49,008.00	\$60,996	24.46%	24.46%
LAZIER, MATTHEW T	MKTG COM		\$64,500.00	\$76,008		17.84%
LEE, HEIDI S	ADMIN			\$90,000		
LEE, LARRY	BASE MEN	\$121,920	\$121,920.00	\$144,000	18.11%	18.11%
LEETHAM, LORLIE HULL	CPC EXEC	\$120,000	\$144,960.00	\$161,592	34.66%	11.47%
LERIAN, STEVEN T	CP ARTS	\$110,004	\$110,004.00	\$111,480	1.34%	1.34%
LEROY, RICHARD S	CENG	\$57,000	\$90,000.00	\$120,000	110.53%	33.33%
LERTWACHARA, KAVEEPAN	OCOB			\$143,592		
LIDDICOAT, ALBERT A	ACAD PER	\$155,556	\$155,556.00	\$176,568	13.51%	13.51%
LIMON JR, FRANK B	DIST SVC	\$55,080	\$60,588.00	\$61,404	11.48%	1.35%
LIVINGSTON	Meat Processing Ctr Mgr		\$62,004.00			
LOGAN, TAMMY A	STU ACCT			\$74,172		
LOOSLEY, SCOTT L	FAC SVS	\$85,008	\$101,004.00	\$108,504	27.64%	7.43%
LUCAS, MICHAEL	CAED			\$111,900		
LUSKEY, MATTHEW C	IS-CTLT			\$85,008		
LYONS, JOHN P	CONT ED	\$80,004	\$84,000.00	\$85,128	6.40%	1.34%
MADJEDI, JOHANNA J	AVP	\$115,368	\$144,216.00	\$160,764	39.35%	11.47%
MANZO, JANICE D	BUDGFIN			\$85,008		
MARAVIGLIA, JAMES L	E S S	\$138,000	\$151,800.00	\$173,844	25.97%	14.52%
MARCONETT, HALEY A	CAFES			\$82,500		
MARGERUM LEYS, JON	COE			\$140,040		
MARSALAK, KIMBERLY C	CENG STD			\$61,800		
MARSHALL, DAVID J	FIN RPTS	\$66,000	\$70,800.00	\$75,336	14.15%	6.41%
MATTESON, RYAN P	OCIO		\$85,603.20	\$86,746		1.33%
MATTHEWS, NONA L	UH-HADM			\$72,960		
MAY, THERESA M	CIO		\$106,008.00	\$107,424		1.34%
MAY, THOMAS A	CONSTRUCTION PROJECTS PROFESSIONAL 1	\$74,544				
MCBRIDE, CHRISTINE M	CP FUND		\$70,008.00	\$70,944		1.34%
MCCALL, MICHAEL D	UNIVERSITY ADVANCEMENT GENERAL	\$138,516				
MCDONALD, LOUISE A	FINANCIAL AID PROFESSIONAL 1	\$83,376				
MCGILLICUDDY, TERRY M		\$68,664	\$68,664.00	\$69,588	1.35%	1.35%
MCKINLAY, KRISTINA I	OCOB	\$98,040	\$99,960.00	\$111,432	13.66%	11.48%
MCNALLY, CURTIS J	FACMINCA			\$68,496		
MEAD, GEORGE	Asst Dir Landscape Svcs	\$63,576	\$63,576.00			
MEHAN, SHAWN R	APPS&IS		\$120,000.00	\$131,748		9.79%
MELNYK, GREGORY K	DIR CONTRACT & PROCUREMENT SERVICES	\$74,940				
MELVIN, BARBARA A	DIRECTOR, HUMAN RESOURCES	\$153,156				
MENARD, MARK M		\$54,000				
MERRITT-MILLER, BETH A	ACADEMIC			\$120,000		
MEYER, BRUCE	Head Counseling Svcs		\$112,992.00			
MILLER, ADRIENNE	Dir of Student Rights & Resp	\$70,212	\$70,212.00			
MILLER, MICHAEL D	INFO SER	\$169,068	\$185,004.00	\$200,616	18.66%	8.44%
MIMNAUGH, FAITH A	ATHLETIC	\$108,708	\$108,708.00	\$121,608	11.87%	11.87%
MOCKFORD, JASON A	STDT LIF			\$65,004		
MOLLAN, CHERYL L	FAC SVS	\$53,568	\$53,568.00	\$68,400	27.69%	27.69%



YEAR		2010	2013	2014	% Change 10-14	% Change 13-14
MOLONEY, JULIE H	FAC PLAN			\$90,000		
MOORE, CAROLINE I	INGREXTE			\$115,008		
MORTON, CORNEL	ADM	\$179,400	\$140,004.00	\$141,876	-20.92%	1.34%
MOYLAN, THOMAS J	COSAM	\$66,456	\$66,456.00	\$67,344	1.34%	1.34%
MULLER, MAUREEN E	ACAD REC	\$66,036	\$66,036.00	\$66,924	1.34%	1.34%
MULLER, TINA M	UH-RL&E			\$62,004		
MURPHY, BONNIE D	Assoc VP CS & Exec Dir CP Corp	\$150,000	\$150,000.00			
MURPHY, CHRISTOPHER G	MKTGCOMM			\$110,004		
MURPHY, SOLANGE Y	ASMIN			\$78,504		
NEEL, JOEL R	FAC PLAN	\$110,316	\$127,008.00	\$128,712	16.68%	1.34%
NELSON, CRAIG J	ADV SVS	\$89,040	\$89,040.00	\$90,228	1.33%	1.33%
NGUYEN, TUAN	BUILDING & TRADES MAINT PROFESSIONAL 1	\$84,000				
NICKELSEN, NONA L	Dir of Integ Prog & Comm (Parent Program)		\$72,000.00			
NORTON, DAVE	SPEC RPR			\$70,008		
NUNEZ JR, ALBERT A	COMM	\$83,376	\$89,211.96	\$131,136	57.28%	46.99%
O SULLIVAN, PATRICK B	IS-CTLT		\$128,700.00	\$130,428		1.34%
OBBERHELMAN, DONALD J	ATHLETIC		\$182,496.00	\$203,436		11.47%
OBRIEN, CLARE H	ADMIN			\$140,004		
OBRYANT, CAMILLE P	CSM DEAN			\$110,400		
OESER, AMANDA N	CENGADV		\$50,004.00	\$56,760		13.51%
OFFERMANN, ASHLEY S	UNIV ADV		\$90,000.00	\$91,212		1.35%
OLIVAS, SUSAN M	REGISTRA	\$72,000	\$72,000.00	\$72,960	1.33%	1.33%
OLVERA, NELDA	S.A.S.		\$77,508.00	\$86,412		11.49%
OPAVA-STITZER, SUSAN C	DEAN, RESEARCH AND GRADUATE PROGRAMS	\$162,216				
PARENT, ROBIN A	ITS-CTLT			\$75,000		
PARKS, DENNIS R	ADMREFC	\$136,536	\$136,536.00	\$138,360	1.34%	1.34%
PARKS, ROSEANN N	Director of Advancement (Emeritus)	\$74,004	\$77,712.00			
PEDERSEN, MARY E	AP&UE	\$136,980	\$155,964.00	\$158,052	15.38%	1.34%
PEPE, ALAN H		\$101,544				
PEREZ, KIMBERLY S	GEN ACT	\$74,748	\$91,200.00	\$104,400	39.67%	14.47%
PETTIT, NICK D	ATHLETIC			\$130,008		
PIPAL, GAIL A	Assoc Dir Fac Plan & Cap Proj	\$103,008	\$103,008.00			
PIPER, KEVIN L	FARM	\$92,004	\$92,004.00	\$93,240	1.34%	1.34%
POLVI, STEVEN L	FAC SVS			\$85,200		
POMPA, SILAS N	FAC SUP			\$75,852		
POPHAM, DONALD J	FAC SVS	\$53,976	\$53,976.00	\$68,004	25.99%	25.99%
QUEEN, BARBARA		\$76,992				
QUIJANO, EDDY M	DIRECTOR OF ADVANCEMENT	\$120,000				
RAGSDALE, DAVID O	EH&S	\$91,572	\$91,572.00	\$107,016	16.87%	16.87%
RAMIREZ, RICHARD M	ASSOCIATE VICE PRESIDENT FINANCE	\$164,616				
RAMIREZ, T LEIGH	FAC SVCS	\$103,476	\$103,476.00	\$140,004	35.30%	35.30%
READ, DEBORAH W	VP Univ Advancement		\$230,004.00			
REGIER, RON S	P.A.C.	\$114,900	\$114,900.00	\$116,436	1.34%	1.34%
RENDLER, ANN M	FAC PLAN			\$80,004		
RINALDI-ZUNIGA, CHARLOTTE M	CAREER S			\$65,004		
RIOS JR, JUAN	UH-HS SV			\$44,628		
ROBERSON, STEPHANIE A	PAC ADMN			\$75,000		
ROBERTS, MATTHEW J	ADM COMP	\$110,964	\$110,964.00	\$112,452	1.34%	1.34%
ROCKWELL-HARPSTER, LISA L	AVP UA		\$98,232.00	\$99,552		1.34%
ROHRBACHER JR, DUANE P	SDNT RGT			\$70,008		
ROJO, MELINDA E	INFO SYS			\$100,008		
ROSS, DAVID D	SERV DES	\$99,636	\$99,636.00	\$100,968	1.34%	1.34%
ROUSH, SALLY F	AFD			\$187,200		
SAAVEDRA CAPELO, FRANKLIN M	INST RES			\$128,808		
SANDY, LINDA J	DIRECTOR ADMINISTRATIVE SYSTEMS	\$112,980				
SCHAEFER, NATALIE J	CAED			\$120,000		
SCHAEFFER, CAROLE L	UH-HADM	\$101,532		\$110,088	8.43%	
SCHIFFMAN, DEBORAH J	HR			\$90,000		
SCHULTZ, CRAIG J	APPS&IS	\$107,844	\$107,844.00	\$109,284	1.34%	1.34%
SEBASTIAN, KELLY A	PRES OFF			\$90,000		
SEE, CHA L	HEALTH			\$78,000		
SERJEANT-WEAVER, JUNE C	Assoc Dir Univ Hsg/Admin & Aux	\$77,724	\$92,340.00			
SERNA, LORI A	PAYROLL			\$76,800		
SHANI, ABRAHAM B	OCOB			\$149,568		
SHARIFI, SHARIF H	INFOSVCS			\$116,544		
SHAW, EARL K	FS WAREH	\$50,988	\$50,988.00	\$51,672	1.34%	1.34%
SHELTON, MARK D	CAGR	\$133,692	\$150,000.00	\$152,016	13.71%	1.34%
SHIBATA, MARTIN C	CAREER S	\$96,864	\$96,864.00	\$104,052	7.42%	7.42%
SILVER, ROYAA G	MKTG COM		\$95,556.00	\$96,840		1.34%
SINTON, MEGAN A	ALUMNI		\$28,500.00	\$43,326		52.02%
SMITH, ERLING A	ACADEMIC AFFAIRS MULTIPLE FUNCTIONS	\$213,036				
SPARLING, SUSAN S	ASSOCIATE VICE-PRESIDENT, STUDENT AFFAIRS	\$99,984				

YEAR		2010	2013	2014	% Change 10-14	% Change 13-14
SPEROW, ELISABETH	OCOB-ACT			\$96,336		
STEPHENS, SHANNON G	UNIV ADV			\$79,980		
STETS, ROBERT D	UNIVERSITY ADVANCEMENT GENERAL ADMIN	\$140,112				
STEVENSON, JON P	HEAD FOOTBALL COACH	\$108,132				
STIER, ELLEN M	ITS-CIO			\$85,524		
STONEMAN, PATRICIA-ANN	DIRECTOR, EXTENDED EDUCATION	\$72,264	\$72,264.00			
STRAWN, TIMOTHY T	COLL MGM	\$101,004	\$101,004.00	\$102,360	1.34%	1.34%
STUBBERFIELD, KAREN R		\$79,428				
SUESS, MICHAEL H	ASSOCIATE VP FOR ACADEMIC PERSONNEL	\$169,092				
SULLIVAN, ELAINE A	JNGREXED			\$78,036		
SUNATA, CEM	REGISTRA	\$135,000	\$141,756.00	\$143,652	6.41%	1.34%
THEODORA, DAWN S	LEGALCOU			\$151,764		
THEODOROPOULOS, CHRISTINE O	CAED		\$190,008.00	\$192,552		1.34%
THOMPSON, CINDEE B	ADMISSIONS SUPERVISOR 3	\$83,376				
THOMPSON, PATRICIA J	CUST SVC	\$67,008	\$67,008.00	\$68,004	1.49%	1.49%
THULIN, ANDREW J	CAFES	\$134,280	\$165,000.00	\$215,004	60.12%	30.31%
TIETJE, BRIAN	CONT ED	\$165,000	\$189,000.00	\$191,532	16.08%	1.34%
TREXLER, GRANT L	UNIV ADV			\$129,684		
TROBAUGH, BRENDA J	POLICE			\$90,000		
UYTTEWAAL, JOHAN M	FACILITIES PLANNING ADMINISTRATOR 1	\$103,260				
VAHEY, TERRY	ADMINISTRATIVE INFORMATION SYSTEMS	\$113,472				
VALENCIA-LAVER, DEBRA L	CLADEAN	\$125,232	\$125,232.00	\$126,912	1.34%	1.34%
VELASCO, AMY E	GRANT DE			\$105,000		
VISCI, JOSEPH M	Trustee Professor	\$132,000	\$75,004.80			
WALSH, TIMOTHY E	FOOTBALL	\$190,200	\$190,200.00	\$207,948	9.33%	9.33%
WATTON, KAREN R	Mgr Qlty Intvs & Trn (HR)		\$79,428.00			
WATTON, WILLIAM E	CHIEF OF POLICE/DIRECTOR OF PUBLIC SAFETY	\$124,128				
WEBB, KAREN A	A F D	\$134,796	\$150,000.00	\$225,624	67.38%	50.42%
WEBB, PHILIP L	Sr Assoc Dir Athletics	\$123,732	\$123,732.00			
WEEGAR, DONALD E	TELECOM			\$90,000		
WEHNER, DAVID J		\$180,360				
WEIPERT, TROY A	SUP OPER	\$70,512	\$102,000.00	\$103,368	46.60%	1.34%
WELLNER, JUSTIN L	COMM GOV		\$129,996.00	\$131,736		1.34%
WENDT, DEAN E	R SP PRG		\$138,972.00	\$158,844		14.30%
WHISENANT, CARLY	ANI SCIE		\$60,000.00	\$60,804		1.34%
WHITTAM, LAUREN C	UNIV ADV			\$107,808		
WILEMON, CARRIE ANN	HR	\$80,148	\$80,148.00	\$94,008	17.29%	17.29%
WRIGHT, HAROLD L	RESIDENCE HALLS PROFESSIONAL 1	\$91,008				
ZACHMEYER, DRU ALLAN	CPRRE	\$98,004	\$110,964.00	\$120,000	22.44%	8.14%
ZWEIFEL, K RICHARD	Assoc Dean CAED	\$141,708	\$141,708.00			



Adopted:

**ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_-15**

**RESOLUTION ON REVISING THE CRITERIA FOR THE DISTINGUISHED SCHOLARSHIP  
AWARDS**

Background: In 2003, the Academic Senate passed AS-602-03/RP&D, Resolution on Establishing a Faculty Award to Recognize Distinguished Research, Creative Activity, and Professional Development at Cal Poly. The Award was administered by the Academic Senate Research and Professional Development Committee. In 2005, the Academic Senate passed AS-638-05, renaming the Award as the Distinguished Scholarship Award and renaming the committee the Distinguished Scholarship Awards Committee. Committee membership parameters currently adhere to revisions found in AS-671-08, Resolution on Changes to the Bylaws of the Academic Senate.

- |    |          |   |
|----|----------|---|
| 1  | WHEREAS, | Cal Poly is an institution known for its high quality of undergraduate      |
| 2  |          | education, and  |
| 3  |          |   |
| 4  | WHEREAS, | The Academic Senate defines scholarship in broad terms as the scholarships  |
| 5  |          | of discovery, application, integration and teaching/learning (AS-725-11);   |
| 6  |          | and   |
| 7  |          |   |
| 8  | WHEREAS, | The Academic Senate of Cal Poly has established a "Distinguished Research,  |
| 9  |          | Creative Activity and Professional Development Award" (AS-602-03/RP&D);     |
| 10 |          | and   |
| 11 |          |   |
| 12 | WHEREAS, | The Academic Senate resolved to establish a "Distinguished Research,        |
| 13 |          | Creative Activity and Professional Development Awards Committee" to         |
| 14 |          | conduct the selection process and determine on an ongoing basis the         |
| 15 |          | policies and criteria to be used for selecting recipients of the award; and |
| 16 |          |   |
| 17 | WHEREAS, | The Academic Senate resolved to rename the "Distinguished Research,         |
| 18 |          | Creative Activity and Professional Development Award" the "The              |
| 19 |          | Distinguished Scholarship Award" (AS-638-05); and                           |
| 20 |          |   |
| 21 | WHEREAS, | The criteria for the Award have not been revised since the award's original |
| 22 |          | incarnation as the "Distinguished Research, Creative Activity and           |
| 23 |          | Professional Development Award;" and  |
| 24 |          |   |
| 25 | WHEREAS, | The Award is designed to honor work of faculty conducted primarily at Cal   |
| 26 |          | Poly and celebrate both exemplary specific accomplishments and              |
| 27 |          | outstanding bodies of achievement; and                                      |
| 28 |          |   |

29 WHEREAS, The aforementioned "General Guidelines" and "Selection Criteria" of the  
30 document will benefit from revision in light of AS-725-11, and can be more  
31 succinctly stated in a streamlined revision titled "Award Description and  
32 Criteria"; therefore, be it  
33  
34 RESOLVED: That the "General Guidelines" and "Selection Criteria" document appended  
35 to AS-602-03/RP&D be revised in light of AS-725-11 with other updates in  
36 the form of the attached streamlined document titled "Award Description  
37 and Criteria"

Proposed by: Distinguished Scholarship Awards  
Committee

Date: April 28, 2015

## **Distinguished Scholarship Awards Committee**

*Revised award description and criteria*

*Approved by the Academic Senate on June 2, 2015*

### **Award Description:**

The Academic Senate Distinguished Scholarship Awards Committee invites nominations for the Distinguished Scholarship Award. Each year, three awards are presented, each accompanied by a cash prize of \$2,000.

These awards recognize achievement in scholarship and creative activity across the entire range of disciplines represented at Cal Poly. They honor work conducted primarily at Cal Poly and celebrate both exemplary specific accomplishments and outstanding bodies of achievement.

Faculty, students, staff, and alumni may submit nominations. Faculty members may nominate themselves. All nominations must be submitted using the online nomination form.

### **Eligibility:**

All nominees must be current members of the Cal Poly faculty (i.e. members of collective bargaining unit 3) and must be active at Cal Poly for at least one quarter during the academic year in which they are nominated (for example, faculty who are on leave for an entire academic year will not be eligible for that year). Faculty members at all ranks are eligible as long as they have completed at least three years of full-time service or its equivalent at Cal Poly.

### **Selection Criteria:**

Because this award is intended to recognize the full range of scholarship and creative activity possible at Cal Poly, the criteria listed below are necessarily incomplete. Moreover, it is expected that the work of any given nominee will meet some, but not necessarily all, of these criteria.

1. Quality of the creative or scholarly work as evidenced by any of the following:
  - Extensive peer recognition of the work as substantial, seminal, and scholarly
  - Contributions to improvements in the human condition and quality of life
  - Use of the ideas, techniques, and creative work by industry, practitioners, and others
2. Importance of the scholarly work to students as evidenced by any of the following:
  - Influence of the nominee's scholarly and creative work on student learning
  - Effectiveness in furthering scholarship and creative activity among students
  - Quality and significance of related senior projects, theses, and other student work
  - Influence of the work on curriculum improvement and enhanced student learning experiences
3. Importance of the scholarly work to Cal Poly as evidenced by any of the following:
  - Enhancement of the reputation of Cal Poly or its academic units
  - Significance of grants and contracts received
  - Mentoring and facilitating the professional development of other faculty and staff
  - Recognition from industry, professional and academic organizations, and other institutions

**Distinguished Scholarship Awards Committee:**

The Distinguished Scholarship Awards Committee includes at least one voting General Faculty from each College and from Professional Consultative Services. General Faculty representatives should include former recipients of the Distinguished Scholarship Award. *Ex officio* members consist of a representative appointed by the Provost from the Office of Research and two ASI representatives – one undergraduate and one graduate student. The *ex officio* members are voting members, as per VIII.B. of the Bylaws of the Academic Senate.

Adopted:

**ACADEMIC SENATE**  
**of**  
**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, CA**

AS-\_\_-15

**RESOLUTION ON ACTION TO PROMOTE TIMELY COMPLETION  
OF THE GRADUATE WRITING REQUIREMENT**

- 1 WHEREAS, Cal Poly has established the Graduation Writing Requirement (GWR) to comply with CSU  
2 Executive Order 665 (EO 665) which requires that “Certification of writing competence shall be  
3 made available to students as they enter the junior year”; and  
4
- 5 WHEREAS, EO 665 further states, “Students should complete the requirement before the senior year”; and  
6
- 7 WHEREAS, In its most recent review of Cal Poly, WASC recommended the university have its  
8 undergraduate students “satisfy the GWR as juniors, i.e., as soon as possible after completing  
9 ninety units, so that they can receive additional writing instruction if necessary”; and  
10
- 11 WHEREAS, Cal Poly’s Academic Senate adopted a Resolution on the Graduate Writing Requirement in  
12 October 2000 to “encourage students to attempt the GWR early in their junior year”; and  
13
- 14 WHEREAS, The Academic Senate of the CSU adopted a similar resolution in January 2004 stating that  
15 “Each campus should develop a process that ensures students attempt the assessment in their  
16 junior year”; and  
17
- 18 WHEREAS, Despite all of the above rhetoric, a GWR Task Force established by Cal Poly’s Academic  
19 Senate during the 2014–2015 academic year found that currently 84% of test-takers are seniors,  
20 approximately 100 of whom anxiously attempt to pass during their last *week* at Cal Poly; and  
21
- 22 WHEREAS, The Task Force’s *Report* shows generally that current GWR campus practices meet neither the  
23 requirement of EO 665 nor the recommendation of our most recent WASC review nor the goals  
24 expressed in the Cal Poly and CSU Academic Senate resolutions concerning the timely  
25 completion of the GWR; therefore be it  
26
- 27 RESOLVED: That the Academic Senate accept the GWR Task Force’s *Report*, which addresses the current,  
28 unsatisfactory situation as well as the actions Cal Poly can take to correct it; and be it further  
29
- 30 RESOLVED: That the Writing & Rhetoric Center, the Office of the Registrar, and the English Department  
31 now begin implementation of the first five of the six action items listed in the *Report*’s  
32 recommendation; and be it further  
33
- 34 RESOLVED: That the third in the Task Force’s list of three additional recommendations also be implemented:  
35 “...by the curriculum cycle for the 2017–2019 catalog programs/departments develop a

concrete action plan so that their students take the GWR during junior year...”; and be it further

RESOLVED: That the Office of the Registrar incorporate requirements for the development of the above action plan in its instructions to campus academic programs leading up to revision of the 2017–2019 *Cal Poly Catalog*; and be it further

RESOLVED: That the Writing & Rhetoric Center oversee completion of these action plans and serve as a contact for this effort and that the Writing & Rhetoric Center report to the Academic Senate in Spring 2016 on the progress of these efforts.

Proposed by: Academic Senate Executive Committee  
Date: September 30, 2015



**Report on the Timing During which Students Attempt to Complete the GWR  
Prepared by the GWR Academic Senate Task Force**

**Members:**

*Helen Bailey:* Associate Registrar, Office of the Registrar

*Clare Battista:* Lecturer, Economics, OCOB

*Leanne Berning:* Professor, Dairy Science, CAFES

*Kaila Bussert:* Foundational Experiences Librarian, Robert E. Kennedy Library

*Don Choi:* Associate Professor, Architecture, CAED

*Bruno Giberti:* Faculty Coordinator, Office of Academic Programs and Planning

*Brenda Helmbrecht:* Director of Writing and GE Chair, CLA

*Dawn Janke:* GWR Coordinator and Writing & Rhetoric Center Director, Task Force Chair

*Elena Keeling:* Professor, Biological Sciences, CSM

*Matt Luskey:* Writing Instruction Specialist, Center for Teaching, Learning & Technology

*Kathryn Rummell:* Chair, Department of English, CLA

*Debra Valencia-Laver:* Associate Dean, CLA

**Charge:**

To ensure that students satisfy the Graduation Writing Requirement (GWR) in order to comply with CSU Executive Order 665, which states: "Certification of writing competence shall be made available to students as they enter the junior year. Students should complete the requirement before the senior year." The most recent Cal Poly WASC report also recommends that the university, "Require Cal Poly undergraduates to satisfy the GWR as juniors, i.e., as soon as possible after completing ninety units, so that they can receive additional writing instruction if necessary before attempting the senior project."

**Current Practice:**

Students can attempt to fulfill the GWR after completing ninety units; students must complete the GWR in order to graduate. Students may select one of two pathways to fulfill the requirement:

- 1) Earn a passing score on a Writing Proficiency Exam (WPE);
- 2) Earn a passing grade on an in-class, timed essay exam and earn a C or better in a GWR-approved upper-division English course.

If students fail to satisfy the GWR after two or more attempts, they may opt to fulfill the requirement via a third pathway:

- 3) Earn a passing score on a GWR Portfolio submitted upon completion of ENGL 150.

**Background:**

- More than 1,000 students take the WPE on the second Saturday of fall, winter, and spring quarters.
- 84% of test-takers are seniors.
- 76% of test-takers pass upon the first attempt.
- The pass rate increases to 97% after the second attempt.

- About 100 or more students take (or re-take) the WPE during finals week of their final quarter on campus.

**Problem:**

The group of students that waits until their senior year to attempt completion of the GWR through the WPE is clearly anxious. Some test-takers are so nervous during the exam that they freeze: they write one or two lines, close the exam booklet, and give up. The majority, nonetheless nervous, manages to complete the exam, yet many are not relieved of stress until they learn of their passing score. Those who take the exam during their final quarter and have jobs pending particularly fear that they will not be employed if they do not pass the exam. Of those that do not pass, some come into the Writing & Rhetoric Center office in tears or enraged because they must re-take the exam during final exam week.

In order to accommodate these students, the Writing & Rhetoric Center office coordinator counsels them, sets them up with one-to-one feedback from a tutor and/or offers consultation with the WPE coordinator, and works with each of them individually to provide support to pass the exam. In addition, the office coordinator schedules as many as four different exam times and locations during finals week, scrambles to hire exam proctors with the three hours available in their schedule to sit with the exam-takers (because we allow graduating seniors an extra hour to take the exam in hopes of decreasing their test anxiety), and tasks WPE faculty readers with additional assessment needs during their already full grading schedules. During the assessment of the final exam batch of WPEs, readers may feel pressure to pass student essays because they are fully aware that students' degree completion is riding upon doing so.

About 10 to 12 students each year are denied graduation because they do not satisfy the GWR through the WPE. Although these are small numbers, these students move on from Cal Poly without their degree, with some contacting the Writing & Rhetoric Center office years later with a request to return to take the exam. After being away from school for an extended period of time, these former students struggle to meet the requirement and often opt to complete the quarter-long GWR Portfolio Program. They must then hire and pay for a personal tutor instead of having the benefit of working with the Cal Poly tutors and resources to meet the requirement.

In all, when students choose to take the exam during their last year on campus, and especially during the quarter they hope to graduate, the university is not afforded an opportunity to utilize the GWR as a pedagogical tool, one that helps students determine whether they would benefit from additional writing instruction to meet the level of expected writing proficiency for successful completion of senior-level capstone coursework.

Rather than being viewed as a hoop that students must jump through in order to earn their degree or as a barrier to graduation for those who wait to the last minute to attempt to satisfy the requirement but do not, the GWR should be viewed more accurately as a diagnostic exam for the higher-level writing to be encountered in capstone courses. The task force members believe that this perspective on the GWR more closely mirrors the intention behind EO 665.

**Considerations:**

Two senate resolutions were passed in the early 2000s that address the timing of GWR completion on campuses:

- 1) Cal Poly's AS-550-00/CC Resolution on the Graduation Writing Requirement, adopted on October 24, 2000, resolved the following: to "encourage students to attempt the GWR early in their junior year;"
- 2) AS-2627-03/AA of the CSU Senate, adopted January 22-23, 2004, accepted the recommendations of a 2002 CSU report of campus GWR policies that states, "Each campus should develop a process that ensures student attempt the assessment in their junior year."

To ensure assessment in the junior year, a number of CSU campuses institute registration holds for students that do not fulfill the GWR by the end of their junior year, including CSULA, CSULB, Cal Poly Pomona, Sac State, Northridge, and Dominguez Hills. As a for instance, at Dominguez Hills students receive a letter from advising, which indicates that they have not met the requirement; they receive a hold on their registration; and they must meet with an advisor and sign a contract that states that they will register for the next exam before the hold is released.

The task force considered the option of placing a hold on registration but believes that students will view a hold as a punitive measure, and the task force would like to avoid "mini crises" that may result from such an approach. The task force also understands that a registration hold will be cumbersome to enforce. Finally, a hold on registration may become a barrier to graduation, which the task force determined to be an unproductive approach to this issue.

As well, the task force considered recommending that the senate resolve that all departments require students to complete the GWR as a prerequisite for senior project/capstone work and that the Office of the Registrar builds the prerequisite into the system to block students from enrolling in senior project coursework until the requirement is fulfilled. The task force believes that this type of prerequisite might be difficult to enforce and may become cumbersome, especially if departments simply decide to override the requirement by providing students with permission numbers. And, the task force understands that this solution has already been attempted, i.e. that there were several departments that built this into their programs but removed it from the "hard" prerequisites once the Registrar's Office more strictly enforced prerequisites.

**Task Force Recommendation:**

In an effort to comply with EO 665 and subsequent senate resolutions, the GWR Academic Senate Task Force recommends that the following actions be implemented to incentivize students to attempt to fulfill the GWR during their junior year:

1. The Writing & Rhetoric Center will coordinate with the Office of the Registrar to revise the catalog language to reflect the recommendation that students complete the requirement during the junior year (90-135 units in a 180-unit program).

2. The Writing & Rhetoric Center will collaborate with the Office of the Registrar to revise the language on curriculum flow charts to reflect the recommendation that students complete the requirement during the junior year.
3. The Writing & Rhetoric Center will partner with constituents across campus to improve outreach to students who have earned ninety units and encourage them to complete the requirement during their junior year.
4. The Office of the Registrar will update PASS so students can search for GWR-approved English classes. (Students can currently search PASS for USCP classes, but they cannot search for GWR classes.)
5. The English Department will reserve for juniors some seats and/or sections in GWR-approved English classes. The number of seats/sections will be determined by the department in collaboration with the Writing & Rhetoric Center and the College of Liberal Arts.
6. The Writing & Rhetoric Center will coordinate with the Office of the Registrar to attempt to program the Milestone Effective Date in PeopleSoft so that students earn their graduating senior registration rotation for their final quarter by completing the GWR two or more quarters prior to their graduation quarter.

Further, the task force considered the following three approaches to addressing this issue:

1. Require that by the curriculum cycle for the 2017-2019 catalog programs/departments identify at least one upper-level capstone course (such as a senior project course or another course that involves senior-level writing) for which the prerequisite would be completion of the GWR and are thereby compliant with the Executive Order.
2. Encourage that by the curriculum cycle for the 2017-2019 catalog programs/departments identify at least one upper-level capstone course (such as a senior project course or another course that involves senior-level writing) for which the prerequisite would be completion of the GWR and are thereby compliant with the Executive Order.
3. Require that by the curriculum cycle for the 2017-2019 catalog programs/departments develop a concrete action plan so that their students take the GWR during junior year and are thereby compliant with the Executive Order. Programs/departments may design a plan that works best for their students. The GWR Academic Senate Task Force recommends that the action plan consist of identifying at least one upper-level capstone course (such as a senior project course or another course that involves senior-level writing) for which the prerequisite would be completion of the GWR. Other options include: increased advising, department holds on registration, and/or revised flow charts.

As well as recommending that action items 1-6 be implemented in order to address this issue,

on April 2, 2015, the task force voted, and the majority of members supports promoting option three as an additional approach to regulating a change to the time during which students attempt to complete the GWR on campus.

The task force also recommended that the Writing & Rhetoric Center in collaboration with the Office of the Registrar be granted oversight over monitoring completion of the above once the senate determines the best approach(es) to attending to the charge.

We recognize the challenges of shifting the WPE to junior year, but we believe that doing so is imperative in order to comply with EO 665 and avoid unnecessary stress to both the students that take the exam at the last minute and the faculty and staff that support them.

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_-15**

**RESOLUTION ON CALIFORNIA STATE UNIVERSITY (CSU)  
2015–2016 PRESIDENTIAL SEARCHES**

- 1 WHEREAS, In 2015–2016, the California State University will conduct searches for new presidents at four campuses:  
2 Sonoma State University, San José State University, CSU Channel Islands, and CSU Chico; and  
3
- 4 WHEREAS, CSU presidential searches are governed by the *Board of Trustees Policy for the Selection of Presidents*  
5 which calls for 1) a Trustees Committee for the Selection of the President (TCSP) to recommend final  
6 candidates to the Board as well as 2) a campus Advisory Committee to the Trustees Committee for the  
7 Selection of the President (ACTCSP) which participates in the search process, including interviews and  
8 deliberations that lead to the selection of a final candidate(s); and  
9
- 10 WHEREAS, The Board of Trustees' *Policy* expresses its intention "to generate confidence in the selection process and  
11 garner local support for the eventual appointee," but the only faculty members stipulated by the *Policy* to  
12 serve on a nine-member ACTCSP are the Chair of the campus Academic Senate and two faculty  
13 representatives selected by the campus faculty; and  
14
- 15 WHEREAS, The "deep commitment... to the principles of consultation" expressed in the Board of Trustees' *Policy* is  
16 rendered substantially shallower by its provision that "the Chancellor and the Chair of the TCSP  
17 determine whether to schedule campus visits, which are optional"; and  
18
- 19 WHEREAS, Meaningful consultation means open campus visits where all members of the university community have  
20 the opportunity to meet finalists and ask them questions in a public forum; and  
21
- 22 WHEREAS, Such visits give the university and public insight into finalists' knowledge of the campus and their ability  
23 to unify and lead students, faculty, staff, and administrators as well as give finalists insight into the  
24 university community they aspire to lead; and  
25
- 26 WHEREAS, Abandoning the practice of announcing finalists' names publicly and scheduling official campus visits for  
27 them would mean less transparent search processes and less confidence in the outcomes on the part of the  
28 university community and the public; therefore be it  
29
- 30 RESOLVED: That the Cal Poly Academic Senate calls for open and transparent search processes for the four CSU  
31 presidential searches in 2015–2016 and for any future presidential searches—processes in which finalists'  
32 names are publicly announced and official campus visits for them are scheduled; and be it further  
33
- 34 RESOLVED: That this resolution be distributed to the Chair of the Board of Trustees, the Chancellor, the Chairs of the  
35 2015–2016 TCSPs, the Academic Senate CSU, and campus senate chairs.

Proposed by: Academic Senate Executive Committee  
Date: October 8, 2015





## Board of Trustees Policy for the Selection of Presidents

### Responsibility for Appointment of Presidents

The Board of Trustees of the California State University, in partnership with the Chancellor, is responsible for the recruitment, selection and appointment of CSU campus presidents. There is a deep commitment throughout the process to the principles of consultation with campus and community representatives and diversity. The ultimate decision and responsibility for the transition of executive leadership rests with the Board. The Chancellor designates staff to support the process.

### The Trustees Committee for the Selection of the President

The Chair of the Board appoints a Trustees Committee for the Selection of the President (TCSP) for any campus with an impending vacancy. The TCSP is composed of the Chair of the Board, four Trustees, and the Chancellor. The Chair designates a Trustee as chair of the TCSP.

The TCSP determines the attributes desired for a successful candidate, approves the final campus and job descriptions, and any advertising copy, and reviews and interviews candidates. Although the TCSP is the ultimate body to make the final decisions, including the advancement of candidates to the full Board, the process is to be conducted in a manner that includes the campus representatives. The Chancellor may indicate his or her ranking of final candidates before the Board. The Board Chair and the Chancellor may use executive search firms to assist on specific tasks related to the selection process. The Chancellor is responsible for background and reference checks of the final candidates advanced to the Board.

### The Advisory Committee to the Trustees Committee for the Selection of the President

The Chair of the Board also appoints an advisory group to the TCSP, known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). The ACTCSP is composed of the Chair of the Academic Senate on the campus, two faculty representatives selected by the campus faculty, one member of the campus support staff selected by the staff, one student selected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board selected by that board, one alumnus/alumna of the campus selected by the campus Alumni Association, and one Vice President or academic Dean from the campus, and the President of another CSU campus selected by the Chancellor. Each of the campus representatives shall be determined according to procedures established by the campus. If the campus has a standing policy on campus representation to the ACTCSP that does not call for open election by each constituency, that policy shall be reviewed at the start of a new presidential search, and ratified or amended. The Chair of the Board or the Chancellor may appoint up to two additional members from constituent groups to the ACTCSP to strengthen its capacity to cope with the complex requirements of a specific search, including diversity of the campus, the service area or the state.

The ACTCSP provides advice and consultation regarding the position and campus descriptions and any

advertisement of the position. Members of the ACTCSP may also suggest potential candidates with the leadership qualities, administrative ability, academic qualities and other talents appropriate to the position. The ACTCSP reviews and comments on all candidate applications, participates in candidate interviews and the deliberations that lead to the selection of the final candidate(s). The consultative procedures are to be conducted in a manner designed to generate confidence in the selection process and garner local support for the eventual appointee.

### **Confidentiality and Professionalism**

To ensure that the search process respects the professional needs of candidates and is conducted with integrity, strict confidentiality must be maintained by members of the TCSP and the ACTCSP, the Chancellor and staff. Only the Chair of the TCSP or the Chancellor will act as spokesperson for the committees during the presidential search process. After providing a notice of violation and an opportunity for a meeting, the Chair may dismiss a member of the TCSP or the ACTCSP if confidentiality is determined by the Chair to have been violated, or if the behavior of a member is determined by the Chair to have been unethical, unprofessional, disruptive to the conduct of business, or if a member is determined by the Chair to have ignored or failed to follow these rules and procedures.

### **The Presidential Selection Process**

The TCSP meets initially, together with the ACTCSP, to discuss the needs of the campus, and the desired attributes of the new President. The committees also receive information from the campus and the community on these subjects. After these initial sessions, advertising copy is developed, candidates are invited to submit applications, and a broad pool is developed. The Chancellor and the Chair of the TCSP confer and evaluate whether any additional internal CSU candidate(s) is/are a good fit for the position to be added to the pool and considered for the position. The TCSP and the ACTCSP then meet again, review all candidates and decide whether to interview internal candidates, internal and external candidates, or external candidates. After consultation with the TCSP and the ACTCSP, the Chancellor and the Chair of the TCSP determine whether to schedule campus visits, which are optional, or to schedule campus visits on a modified basis, depending on the circumstances of the search.

### **Deviations from These Procedures**

The Board of Trustees will normally confine itself to the names presented by the TCSP. In rare instances and for compelling reasons, the Board reserves the right if, in its judgment, circumstances warrant to depart from the recommended candidate(s) or from the procedures outlined in this policy.

Adopted September 20-21, 2011  
CSU Board of Trustees

Contact: [webmaster@calstate.edu](mailto:webmaster@calstate.edu)

Last Updated: September 30, 2011

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_-15**

**RESOLUTION ON CAL POLY STATEMENT ON DIVERSITY AND INCLUSIVITY**

1 WHEREAS, The Academic Senate has approved several resolutions since 1987 regarding the  
2 importance of diversity and educational equity; and  
3

4 WHEREAS, Among these resolutions includes the “Cal Poly Statement on Diversity,” which  
5 was approved in 1998 (AS-506-98/DTF); and  
6

7 WHEREAS, In the ensuing years since the Cal Poly Statement on Diversity was approved  
8 faculty, staff, and students have worked to gain a deeper understanding of the  
9 importance of diversity and educational equity through a myriad of approaches,  
10 including the adoption of the Inclusive Excellence Model in 2009 (AS-682-09);  
11 and  
12

13 WHEREAS, Today at Cal Poly we continue to strive to increase diversity, but in addition, we  
14 attend more closely than ever to fostering a culture of inclusivity for every  
15 faculty, staff, and student member on this campus; therefore, be it  
16

17 RESOLVED: That the Inclusive Excellence Council has developed a new statement on diversity  
18 to reflect the inclusivity aspect of our university; and be it further  
19

20 RESOLVED: That the Academic Senate approves the attached Cal Poly Statement on Diversity  
21 and Inclusivity.

Proposed by: Inclusive Excellence Council  
Date: September 29, 2015

## **Cal Poly Statement on Diversity and Inclusivity\***

September 29, 2015

At Cal Poly our primary mission is to educate. We believe that academic freedom, a cornerstone value, is exercised best when there is understanding and respect for our diversity of experiences, identities, and worldviews. Consequently, we create learning environments that allow for meaningful development of self-awareness, knowledge, and skills alongside attention to others who may have experiences, worldviews, and values that are different from our own. In so doing, we encourage our students, faculty, and staff to seek out opportunities to engage with others who are both similar and different from them, thereby increasing their capacity for knowledge, empathy, and conscious participation in local and global communities.

In the spirit of educational equity, and in acknowledgement of the significant ways in which a university education can transform the lives of individuals and communities, we strive to increase the diversity at Cal Poly. As an institution that serves the state of California within a global context, we support the recruitment, retention, and success of talented students, faculty, and staff from across all societies, especially people who are from historically and societally marginalized and underrepresented groups.

Cal Poly is an inclusive community that embraces differences in people and thoughts. By being open to new ideas and showing respect for diverse points of view, we support a climate that allows all students, faculty, and staff to feel nurtured, which in turn facilitates the recruitment and retention of a diverse campus population. We are a culturally invested university whose members take personal responsibility for fostering excellence in our own and others' endeavors. To this end, we support an increased awareness and understanding of how one's own identity facets (such as race, ethnicity, gender, sexual orientation, religion, age, disability, social class, and nation of origin) and the combinations of these identities and experiences that may accompany them can affect our different worldviews.

\*The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.

Adopted: June 9, 1998

**ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-506-98/DTF  
RESOLUTION ON  
THE CAL POLY STATEMENT-ON DIVERSITY**

- RESOLVED: That the Academic Senate at Cal Poly accept and endorse The Cal Poly Statement on Diversity attached; and, be it further
- RESOLVED: That the Academic Senate in partnership with its administration devise plans and strategies to promulgate and implement the diversity and educational objectives outlined in The Cal Poly Statement on Diversity; and, be it further
- RESOLVED: That the Academic Senate recommend to its administration that the Provost/Vice President for Academic Affairs provide an annual assessment of the previously mentioned partnership's diversity related activities to the Academic Senate.

Proposed by: The Diversity Task Force  
Date: April 21, 1998  
Revised: June 8, 1998

## ***THE CAL POLY STATEMENT ON DIVERSITY\****

At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a recent statement from the American Association of University Professors (AAUP), "the argument for the necessity of diversity is perhaps stronger in higher education than in any other context... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world." In this regard, it is in the compelling interest of Cal Poly, the state, and the nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.

Thus, diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum, and the cocurricular programs of the University.

- As a University whose motto is "to learn by doing," Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff, and other students from diverse backgrounds, their stereotypes about "the other" are challenged. As the AAUP statement notes, such personal interaction gives students an understanding of the "range of similarities and differences within and among ... groups" that "no textbook or computer" can provide. For this reason, both the formal and informal classroom (i.e., the rich learning experiences that occur for our students during their cocurricular activities), must be constituted in a way that reinforces the value of encountering and considering diversity.
- Moreover, diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it must signal the importance of diversity to the Cal Poly mission, to the institutional culture, and to our teaching and learning environment in clear and unambiguous terms.

Thus, the University community (its students, faculty, and staff), the curriculum, and the co-curricular environment must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms-racial, ethnic, cultural, gender, geographic, socioeconomic, etc.-will students gain the understanding, empathy, and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly's commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning.

\*The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.



**State of California**  
**M e m o r a n d u m**

To: Myron Hood  
Chair, Academic Senate

Date: September 18, 1998

From: Warren J. Baker  
President

Copies: Paul J. Zingg  
Harvey Greenwald  
Linda Dalton

Subject: AS-505-98/DTF, Resolution on the Academic Value of Diversity  
AS-506-98/DTF, Resolution on *The Cal Poly Statement on Diversity*

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I am pleased to accept Resolutions AS-505-98/DTF and AS-506-98/DTF.

The Academic Senate is to be applauded for its clear affirmation of the educational values of diversity and its recognition that diversity strengthens our community and prepares our students more fully for effective citizenry, responsible careers and engaged lives.

Both resolutions underscore the University's values that are imbedded in our Mission Statement and Strategic Plan. The voice of the Senate in these matters will strengthen the University's ability to continue its efforts to foster greater diversity among our students, faculty and staff. Clearly aligning Cal Poly with the important statements on diversity that the nation's principal educational associations have made signals our commitment and resolve.

I look forward to working with the Senate and our entire University community in achieving the promise within these resolutions.

Adopted: May 26 2009

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-682-09**

**RESOLUTION ON  
MAKING EXCELLENCE INCLUSIVE AT CAL POLY**

1 WHEREAS, The Academic Senate has a 30-plus year history of espousing the principles of Making  
2 Excellence Inclusive as a learning-community imperative – most recently in the Senate’s  
3 Fall ’08 retreat and (AS-663-08) *Resolution on Diversity Learning Objectives*; and  
4

5 WHEREAS, “Build an Inclusive Community” is one of seven goals of the Cal Poly Strategic Plan; and  
6

7 WHEREAS, A learning environment that supports attention to diversity is a standard of accreditation  
8 as promulgated by the Western Association of Schools and Colleges; and  
9

10 WHEREAS, The Academic Senate has affirmed the academic value of diversity (AS-505-98);  
11 therefore be it  
12

13 RESOLVED: That the Academic Senate support Making Excellence Inclusive as a goal and organizing  
14 principle of the Cal Poly learning community; and, be it further  
15

16 RESOLVED: That resources for the professional development of faculty in Making Excellence  
17 Inclusive be established, sustained, and identified by the University, colleges, and other  
18 instructionally-related entities as part of their inventory of efforts to promote Inclusive  
19 Excellence; and, be it further  
20

21 RESOLVED: That faculty efforts in Making Excellence Inclusive be recognized as a substantive  
22 component of voluntary service in the Retention, Promotion, and Tenure (RPT)  
23 evaluation process.

Proposed by: Academic Senate Executive Committee  
Date: March 30 2009  
Revised: April 28 2009  
Revised: May 20 2009  
Revised: May 26 2009

**CAL POLY**

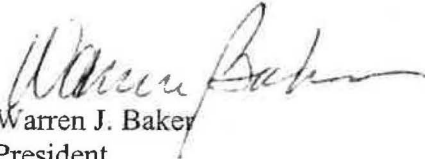
SAN LUIS OBISPO  
CA 93407

State of California

**M e m o r a n d u m**

To: John Soares  
Chair, Academic Senate

Date: June 22, 2009

From:   
Warren J. Baker  
President

Copies: R. Fernflores, R. Koob,  
D. Conn, P. Bailey,  
D. Christy, L. Halisky,  
T. Jones, B. Konopak,  
M. Noori, D. Wehner,  
M. Suess

Subject: Response to Academic Senate Resolution AS-682-09  
Resolution on Making Excellence Inclusive at Cal Poly

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This is to formally acknowledge receipt and approval of the above-referenced Academic Senate resolution.

Please express my appreciation to the Academic Senate members for their work on this issue.